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ABSTRACT

This handbook outlines a logical path of activity for utilizing volunteers in schools. The planning phase determines the type and amount of work that could be accomplished by volunteers. The preparation phase involves the processes, procedures, and materials necessary before working with volunteers. The implementation phase discusses volunteer recruitment, interviewing, screening, placement, monitoring, recognition, and retention. (MLF)

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V VOLUNTEER PERSONNEL OPERATIONS

Volunteer Management System

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FOREWORD

The area of operation that concerns itself with the volunteers is a hub of continual activity. Although this handbook outlines a logical path of activity throughout a school for the Volunteer Personnel Operations, the actual situation may be quite different. For example, as each new volunteer program is developed throughout the year, the Planning and Preparation Phases will have to begin all over again for the Volunteer Personnel Operations. This coupled with new needs being identified periodically out in the individual schools can confuse involved personnel.

The picture actually should not be a gloomy one. To paint it rosy, however, calls for arduous planning and preparation and many varied and exciting forms of communication. This communication mechanism which includes all the record-keeping materials must be planned and accepted by all involved. Otherwise, the information flow will not work.

The Volunteer Personnel Operations is a service area of the Volunteer Services System. It serves the community; the Administrator, Volunteer Services System; the School Volunteer Operation; the Volunteer Program Operation; and the individual schools with Volunteer Services System materials, information, communication and training and programs and materials, and most important, with volunteers.

Most volunteer operations have as their highest priority the recruitment of volunteers. The reason is obvious -- no volunteers, no volunteer program. Another valid reason is that it takes so much time to recruit, interview and place volunteers successfully.

In a Volunteer Services System, however, the Volunteer Personnel Operations is that area that provides a service to all other aspects of the Volunteer Services System. This by no means lessens its importance. The point is simply that the work of the Volunteer Personnel Operations is dependent upon the needs and objectives of all other areas -- Administration, Volunteer Services System; School Volunteer Operations; Volunteer Program Operations; and also the potential volunteer community.

The recruitment of appropriate types and numbers of volunteers, the feedback information determined necessary for effective decisions, the two-way communication between the Volunteer Services System and the volunteers -- all are responsibilities of Volunteer Personnel Operations; all are stipulated by the appropriate Volunteer Services System decision-makers.

Therefore, the Planning Phase for the Volunteer Personnel Operations is based upon decisions by other Volunteer Services System areas in collaboration with the information and expertise of the Volunteer Personnel Operation.

RATIONALE FOR EXISTENCE

The Volunteer Personnel Operations would not exist unless there were needs for volunteers. Therefore, the whole Volunteer Services System needs assessment effort is crucial for determining the type and amount of work necessary by the Volunteer Personnel Operations. Priority needs for volunteers should be related to on-going school volunteer programs, to newly developed programs and to specific volunteer needs at the building level. Although many times schools can recruit neighborhood volunteers to fulfill their specific needs, often the central office recruiting facility (the Volunteer Personnel Operations) may be called upon to supplement the number or supply the complete number of requested volunteers.

Also, understanding the environment for volunteers is important to the Volunteer Personnel Operations. If an assessment of volunteer interest indicates a negative or unenthusiastic attitude or climate, the whole goal of this area of operation may change from filling a percentage of requests for volunteers to creating a positive and constructive relationship between the school volunteer programs and the potential volunteer community.

GOALS AND OBJECTIVES

Most often, however, filling a predetermined percentage of requests for volunteers is coupled with a positive promotional campaign. Broad goals for a Volunteer Personnel Operation should be broken down each year into specific objectives. These objectives

should include what the Volunteer Services System expects this area of operation to achieve, by when, and how success and/or failure will be measured.

The point, here, is one of supply and demand which could get quickly out of hand. Realistic percentages and numbers are necessary. It is easy to identify specific problems that could arise if teachers and Volunteer Program Chairmen were allowed to think that every request for a volunteer would be filled. This would be ideal of course, but not very practical. Possibly specific recruitment and placement objectives for each volunteer program rather than a sweeping objective would solve some future problems for this area of operation.

DESIGN FOR YEAR

A design or strategy for how the goals and objectives are to be accomplished comes early in the school year if not during the summer months. This design is a blueprint of what will transpire during the school year, and includes:

- A plan for allocating staff and volunteer resources, time, money needed.
- An identification of resources for potential volunteers to be taped: parents, students, senior citizens, business-industry, clubs-organizations.
- A design for public relations and publicity materials both for recruitment and for general public awareness including a schedule of release dates.

- An identification of personnel forms and materials needed for interviewing, orienting and monitoring volunteers and volunteer activities.
- A determination of volunteer and staff people involved in Volunteer Personnel Operations as administrative volunteers, interviewers, speaker's bureau, artists, reporters, Volunteer Building Coordinators, etc. Once identified, the types of duties and responsibilities for each should be planned.
- A design for training these people for their specific jobs.
- Procedures, lines of authority, paths of information flow, coordination of efforts, and timetables for each activity and position must be determined.
- An identification of specific feedback information needs of administrative Volunteer Services System for effective and timely decision-making.

SUMMARY

These information needs should be based on the specific objectives of Volunteer Services System for that school year and for each volunteer program. The Volunteer Personnel Operations is responsible for the volunteer personnel throughout the Volunteer Services System -- from recruitment all the way through to retention of volunteers for the next school year. This area of operation is dependent upon needs for volunteers and the attitude and interest of the potential volunteer community.

The Preparation Phase for the Volunteer Personnel Operations is crucial. Getting ready to recruit, interview, screen, place, orient, monitor and recognize volunteers throughout the school year is no small task.

For this reason, sample recruitment and monitoring forms referred to in this chapter may be found in the Appendix.

DEVELOP V.S.S. RECRUITMENT CAMPAIGN

PROCEDURES

How the Volunteer Personnel Operations goes about recruiting volunteers depends upon the types of volunteers needed. For example, if individual schools only wish to draw upon their local neighborhoods, a mass-media campaign would not be necessary. If, however, school volunteer personnel are too busy to perform recruitment activities, the burden of responsibility lies with the Volunteer Personnel Operations. It is usually a combination of these two efforts. Some volunteer programs attract the local school volunteer; others may be unique and the effort of finding specific volunteers may be too much for one school to handle.

Whatever the combination, the point should be clear that developing the procedures of recruitment depends upon the types and numbers of volunteers needed.

MATERIALS

Once needs for volunteers are determined, the decision of what materials are necessary follows. Many techniques and materials are available to the Volunteer Personnel

Operations. The difficulty lies in selecting the proper tools and techniques for the proper audience of potential volunteers.

A flyer passed out on a downtown street corner is effective but would not touch potential volunteers from a large industry on the outskirts of the city. A Speakers' Bureau kit may be most attractive to civic organizations but would turn a senior citizens group off. Developing all types of materials is desirable, but many times not possible financially.

If the budget for school Volunteer Personnel Operations is limited, the materials developed may be dependent upon outside organizations, businesses, etc. for their help. Want ads in newspapers cost money; articles do not. Yet, a newspaper will only write so many articles per year and they seem to always want a new twist.

DEVELOP SCHOOL RECRUITMENT CAMPAIGN

The procedures and materials for recruiting volunteers from the school neighborhood are more standardized and therefore simpler and cheaper. The Fall Open House at the school, PTA meetings, telephoning by homeroom mothers or PTA members, flyers delivered home or door-to-door by students, articles in the school newsletter are all excellent means of recruiting the school neighborhood volunteer.

The edge this type of recruitment has over the mass campaign by the Volunteer Personnel Operations of the Volunteer Services System is that it

is a personal contact. One person saying, "We need YOU," to another is almost full proof. Working out what a person would like to do, which is actually a screening process, at the same time is so reassuring. Not all school neighborhood volunteers have the skills and interests for activities identified by school staff. If this type of situation can be worked out personally, the results are effective recruitment and placement.

The two recruitment campaigns -- from the Volunteer Services System and from the school -- must therefore compliment and augment one another, and the procedures and materials appropriate for the varied audiences should be developed cooperatively at this time.

TRAINING VOLUNTEER BUILDING COORDINATOR

The Volunteer Building Coordinator is by definition a volunteer and a member of the local school neighborhood. The responsibility of the Volunteer Building Coordinator is the same as that of the Volunteer Personnel Operations but on the individual school level. In this way, the Volunteer Building Coordinator is an assistant or branch of the Volunteer Personnel Operations.

The Volunteer Personnel Operations therefore has the responsibility of training the Volunteer Building Coordinator in the necessary skills of that position. This training should obviously include techniques in neighborhood recruitment, development of recruitment materials,

personnel management and human relations techniques, interviewing and screening procedures, monitoring skills and school recognition procedures.

TRAINING INTERVIEWERS OF VOLUNTEERS

OBJECTIVES FOR TRAINING

Conducting a worthwhile personal interview with a potential volunteer sets the tone of all subsequent activities. For this reason, the training of interviewers is most necessary. The objectives of training for interviewers are:

- To convey the relationship of the personal interview to all activities and programs of the Volunteer Services System.
- To convey the importance of matching volunteer interests, skills and talents with requests for volunteer service.
- To provide useful techniques and information to interviewers to assure successful interviews.
- To develop interview skills by active participation in planned training activities.

TRAINING INFORMATION

Information shared in a training session for interviewers includes the following areas:

1. The interviewer should understand himself:
   - be aware of his opinions, convictions, preconceptions, and attitudes.
   - be aware of what influences a good or bad first impression of the applicant, i.e., education, appearance, grammar, religion, race, social status, demeanor.
   - be mindful of the validity or lack thereof of first impressions in

evaluating the applicant's character.
- be honest in judging the applicant without letting pre-conceived notions influence his evaluation of the prospective volunteer

2. A successful interviewer is:
   - a good listener.
   - sensitive to other individuals.
   - an effective communicator.
   - friendly and flexible.
   - at ease with people
   - honest with the applicant.
   - enthusiastic.

3. A successful interviewer will:
   - be familiar with the philosophies and aims of the volunteer program.
   - be knowledgeable about all available volunteer jobs.
   - be able to give the potential volunteer facts about all volunteer programs.
   - be able to outline specific job requirements.
   - be knowledgeable about the specific school where the volunteer will work as well as the person or persons for whom he/she will work.
   - be able to secure information about the applicant's abilities, interests, and character.
   - be able to promote the applicant's desire to give his/her service.
   - be able to assess the best contribution that the applicant can make to the program.
   - be able to find an assignment which fulfills the needs of the volunteer as well as the needs of the volunteer program.

In summary, the interviewer must be capable of evaluating the volunteer's skills and interests and match them with the present needs of the volunteer program. In order to accomplish this objective, the interviewer must deal with the prospective volunteer on an individual basis using a personal approach for each particular situation.

INTERVIEWING PROCEDURES

Specific procedures are called for before, during and after an interview.

1. Advance Preparation for Interview
Before actually meeting with the potential volunteer, an interviewer must take some time for advance preparation to assure that the interview per se will be meaningful and effective. The first thing that an interviewer will want to do is to review the application of that potential volunteer if one is available. (In some circumstances, the application will be completed at the time of the interview.) By reviewing the application, it may be possible to grasp some pertinent indicators ahead of time concerning the applicant which might include background, experience, abilities, availability, etc. Application review can also help to determine information that is unclear, and if so, the interviewer can jot these areas down for the purpose of clarification at the time of the interview.

Another important item to accomplish in the preparation stage is to schedule the actual interview well in advance so as to allow the applicant sufficient time to arrange his/her schedule to

meet the interview date and time, or at the very least, the applicant will then have the chance to reschedule the interview if it conflicts with his/her own schedule. When notifying the applicant of the hour and date of the interview, be sure to allot enough time for the interview as much information must be exchanged during this session.

In addition, physical arrangements for conducting the interview should also be given consideration. A comfortable room setting that allows for privacy and a lack of interruptions is mandatory. Lastly, the exact purpose of the forthcoming interview should be crystallized and adhered to at the time of the interview.

2. Conducting the Interview

An interview should always begin on time. The applicant may be apprehensive and keeping him/her waiting can only lead to further anxiety. It is, therefore, important to put the applicant immediately at ease. To do this, an interviewer, should greet the potential volunteer pleasantly, introduce himself, and call the applicant by name. Offering the applicant a comfortable chair, taking his/her coat, and offering coffee are just a few amenities that will help the applicant relax. An interviewer must control the conversation on one hand, but be mindful of not taking it over completely. One should, therefore, avoid going off on tangents and should avoid disturbing topics and harangues.

It must be kept in mind that an interview is designed to obtain information from the applicant and thus questions should be structured to illicit the appropriate desired responses. This can be accomplished by asking the applicant periodic open-ended questions as well as encouraging him/her to speak freely and candidly. To assimilate this necessary information, the interviewer must listen and observe what is actually being said as well as how the applicant is saying it. Observing the applicant's gestures, expressions, and demeanor along with listening to his/her inflections, will help in determining how the applicant really thinks and feels as opposed to what he/she might actually be saying. When there is a pause in the conversation, do not become uncomfortable or impatient as the applicant is undoubtedly thinking over some point. Although it is essential to lead the questioning and to follow the interview format, it is, nevertheless, just as vital to encourage the volunteer to ask questions during the course of the interview. The potential volunteer will of course desire information regarding the volunteer program, etc. and must have the opportunity to obtain it. It is the interviewers responsibility to be able to discuss volunteer programs and assignments taking care not to oversell or undersell any particular assignment or its requirements. Obviously throughout the course of the interview an interviewer will need to write down pertinent information on the interview schedule

making special note of the applicant's skills and experiences as well as his/her volunteer preference. (This may or may not be done by special coding that has already been developed. developed.)

3. Closing the Interview
   Before terminating the interview, make sure all needed information has been obtained, state how pleased you are with the applicant's interest in volunteering, assure the applicant that he/she will be contacted regarding placement, and ask the volunteer to encourage others who may be interested in volunteering to contact you.

SAMPLE TRAINING PROGRAM FOR INTERVIEWERS

1. Get Acquainted
   In order to get to know others in the training session, conduct a getting-acquainted game:
   - Trainer arranges chairs in a circle.
   - The trainer asks each trainee to introduce self to person on his right - interchanging names and discussing each others role in the school volunteer program.
   - After a few minutes, the trainer interrupts buzz sessions and asks everyone to introduce the person on his right by one of the following methods:
     - I am who I am
       I am (name)
       I'd like you to meet my friend (name) who (something about person)
     - My name is (name)
       I like to (_____)
       I am happy to introduce (_____)

- Many other techniques can be used, if you have a technique you prefer - use it!

2. Provide information and skills training
   - Method
     - Using transparencies.
     - Using blackboard.
     - Using easel.
   - Listening exercise.
     - In pairs
       - Repeat what partner says.
       - Paraphrase what partner says.
     - Watch role play on situation in an interviewing session.
       - React.
3. Conduct practice session
   - Break into groups of three
     - one be interviewee.
     - one be interviewer.
     - one be listener.
   - Listener react.
   - Change roles until everyone has a chance at each job.
4. Answer questions.

DEVELOP ORIENTATION SESSIONS FOR VOLUNTEERS

Orientation of volunteers occurs in two areas: (1) orientation of volunteers to school system and to Volunteer Services System, and (2) orientation of volunteers to the individual school. The latter is usually developed and conducted by the Principal, the Staff Coordinator in each school building, or by the teacher to whom the volunteer is assigned.

The larger orientation session, however, is the responsibility of the Volunteer Personnel Operations and must be designed and developed before volunteers are recruited.

Orientation is the process of acquainting the volunteer with the school program as it relates to volunteers. To understand how they fit into the total volunteer program, the volunteer needs to understand something of the beginnings of volunteerism in the system, the need from which it grew and the kinds of services volunteers are currently providing in the schools. Volunteers are also interested in being part of a growing organization; they can become very excited when they hear about volunteer programs planned for future implementation.

Orientation really begins with the volunteer's first association with the school volunteer organization; therefore, much of the information related in answering inquiring concerning volunteer opportunities or interviewing potential volunteers is orientation information.

Once a prospective volunteer has decided to offer his time to help in the schools, an organized orientation program should be available. Providing this orientation for centrally recruited program volunteers is the responsibility of the Volunteer Personnel Operations. School volunteer personnel are responsible for orienting classroom volunteers recruited from the individual school community. It is, of course, desirable that volunteer orientation occur before the volunteer begins to work.

The purpose of orienting volunteers is to prepare the volunteer for

service in school volunteer programs within the framework of the policies and procedures of the Volunteer Services System and the participating schools.

OBJECTIVES FOR ORIENTATION

The goal would then be to staff school volunteer positions with thoroughly oriented volunteers. Objectives for an orientation program may include the following points:

- Orientation should transmit positive attitudes fundamental to successful school volunteering.
- Orientation should establish for volunteers the need for jobs they will be doing and what benefits students will receive from the time they give.
- Orientation should provide the volunteer with information about the aims, objectives, policies, and procedures of the volunteer program.
- Orientation should stress the relationship of the individual volunteer's specific job to the purpose and work of the total program as it relates to the school and its personnel.
- Orientation should make the volunteer aware of the basic organizational structure of the school and its volunteer program.
- Orientation should include a definition of the volunteer's role as a complimentary member of the school educational team.
- Orientation should provide an opportunity to distribute handbooks and other printed materials pertaining to volunteerism and the volunteer.

- Orientation should promote a feeling that a volunteer is a vital, forward moving, interested and innovative part of education.

PLANNING A SUCCESSFUL ORIENTATION

The general orientation should be a special event involving all school volunteers, representatives from administration, community representatives and staff. The invitation for participation could also include anyone in the community who might be interested in school volunteerism. If this is done, the opportunity for further questioning or for signing up should occur after the general meeting. (This offers an excellent forum for recruitment.) Orientation for building volunteers should be planned by the Principal, Staff Coordinator and Volunteer Building Coordinator with the cooperation of the Area Coordinator.

Obviously, careful pre-planning is essential for a successful orientation: Attention to details is important. Selecting a pleasant place for a meeting and providing adequate seating, name tags and friendly people to greet and make welcome those who attend are some of the little things that help create a good climate for the session. The following list enumerates additional items requiring planning attention:

- Competent Orientation Leader.
- Representatives from Volunteer Services System.
- Interesting, stimulating program participants.
- Meaningful audio-visual material.

- Good publicity and exciting invitations.
- Opportunities to recruit interested visitors - an open invitation to the school orientation session may bring in interested people who have not yet been placed.
- The "coming out" of the community (volunteer participation).
- Representation from school administration.
- Representation from Board of Education.

INFORMATION INCLUDED IN THE ORIENTATION PROGRAM

- History and structure of volunteer services.
- Purpose, goals and objectives of the volunteer program including the value of volunteers in education.
- Areas in which volunteer assistance is needed, including basic skills required in each area.
- Role of volunteer, how he relates to school, staff, coordinator, students and community.
- Personnel policies, procedures and regulations affecting volunteers in the school building.
- General characteristics of the groups with whom volunteers will be working.
- Duties the volunteers will perform.
- Whom volunteers may approach to get advice, guidance and information.

DEVELOP PERSONNEL FORMS

The development of all the forms and materials necessary for providing proper information to decision-makers is a sizable task. Obviously, this feat is dependent upon the measurable objectives of the Volunteer Services System for that school year and for each volunteer program.

Job descriptions for volunteers are a required preparation activity in the development or modification of volunteer programs. These job descriptions should provide the Volunteer Personnel Operations with information so that questions can be asked later about the successful completion and satisfaction of volunteer responsibilities.

In addition, many other kinds of forms can be used as determined by the Volunteer Services System decision-makers. The following sample forms and more can be found in the Appendix:

- Volunteer Request Form
- Personnel File
- Individual Application Form
- Group Application Form
- Interview Schedule
- Preferred Volunteer Service Sheet
- Special Skills and Experience Sheet
- Placement/Assignment Form
- Volunteer Data Change Form
- Parental Approval Form for Students
- Weekly Record Sheet (Sign-In, Sign-Out)
- Service Record Form
- Monthly Report Form
- Yearly Report Form
- Appraisal Forms for the Volunteer, Teacher, Principal, and Building Coordinator.

This list can obviously be endless and awesome. The point is that even in the simpliest volunteer operations, most of these forms are needed at some time throughout a volunteer year.

RECRUITMENT OF VOLUNTEERS

Once volunteer programs have been thoroughly planned and processes, procedures and materials carefully prepared, volunteers must be recruited. Ultimately the success of any volunteer program depends on the volunteers recruited to implement the program. The purpose of a recruitment effort is obviously to fill volunteer needs. The recruiter should know his manpower needs: if he works from a listing of specific jobs to be filled which includes some ideas of the number of people necessary to satisfy the needs, he can efficiently plan and implement a recruitment effort.

Everyone from the Volunteer Service Administrator to the individual volunteer is involved in the recruitment effort. Perhaps one of the best sources for new volunteers is the personal contact each individual has with other people. Just talking about something that is interesting and satisfying spreads the word and probably interests others in becoming involved. Organized recruitment efforts which are designed to respond to school volunteer program needs are generally headed up at the school building by the Volunteer Building Coordinator and at the Volunteer Services System by Volunteer Personnel Operations.

Since volunteering is a people endeavor, recruiting occurs constantly - whenever people talk to people. However, organized recruitment efforts are part of a sequence of activities. One should recruit for a given volunteer program initially after the planning

and preparation activities have been completed. Subsequent recruitment drives related to established programs are normally geared toward filling vacancies or increasing the service offered.

Recruitment timing should be considered. Ideally new programs which are planned and prepared in the fall or early winter afford adequate time for program implementation and evaluation. Volunteers who have been given adequate time to develop a real interest in what they are doing are probably more likely to continue another year than those who just get started in some activity in the spring of a school year and do not have enough time to feel comfortable and successful with their volunteer job. Perhaps, however, new programs can be successfully begun as pilot projects in the spring. If this is attempted, all participants should understand that the pilot represents a trial period or facsimile of all the phases represented in a total year's program. The normal time sequences must be greatly altered.

Recruitment campaigns at either the building or the central office level should be well organized. A thorough understanding of personnel needs for volunteer programs and a realistic assessment of community and neighborhood interest and volunteer availability will enable recruiters to set realistic recruitment goals.

A recruitment strategy should be based on the number of volunteers

needed, the job descriptions of the volunteers sought and the audience to which the recruitment is directed. For example, if the need is for five neighborhood mothers to assist with bulletin board displays, planning several stories for the city newspapers and investing in TV spot announcements would be as incongrous as stalking a canary with a cannon. Recruitment needs must dictate recruitment strategies. A careful selection of recruitment technique and media consistent with recruitment needs and objectives should enable program planners to launch a meaningful recruitment campaign.

WHY RECRUIT?

Once a need for a volunteer program has been identified, a volunteer program developed to meet this need and volunteer job descriptions defined, the type of volunteer to fill a specific position can be determined. It is then the responsibility of the Volunteer Services System to find those individuals with the proper interests and talents and to recruit them.

Without volunteers, there can be no volunteer program. Volunteers with varying interests, skills and talents insure that the many individual requests for volunteers can be filled. Everyone should be considered as a potential volunteer. No matter how efficient the Volunteer Services System is, it is volunteers who make the system work.

The participation of volunteers must be directly related to the needs of the students being served. This

requres identification of the relationship between the volunteer activities and the needs of the recipient of the services. For this reason, volunteer jobs and duties should be carefully outlined. If this is done, then:

- It is easier to appraise the extent a volunteer is achieving and to meet the student's needs.
- It is easier to identify skills, experience and personality needed to do a job.
- It is easier to generate interest among potential volunteers.

Volunteers must be recruited for jobs and placements that actually exist. Many school volunteer programs recruit for "come and help" jobs. This will weaken a program for if a volunteer is placed in a make-shift job, it is quickly proven non-productive and retention becomes difficult.

WHO RECRUITS?

The primary responsibility for recruitment of volunteers rests with the Volunteer Personnel Operations, but there is no possible way one or two people can carry out this activity by themselves. The activities involved in recruitment are therefore delegated to others:

- the Volunteer Building Coordinator (for school neighborhood)
- Speaker's Bureau (for clubs, organizations, etc.)
- Administrator, Volunteer Services System (for speeches, Radio and TV interviews)
- Advisory Council (for one-to-one and community dissemination of information)

- Public Relations Committee; for
  - contacting the media, providing news releases, arranging for pictures, working with the public relations department within the school system.
  - gathering, organizing and editing the newsletter.
  - distributing and mailing all materials.
  - organizing and coordinating the speaker's bureau.
  - finding and creating new ideas and materials.

The Volunteer Personnel Operations, however, has the primary responsibility for supervising all city-wide recruitment campaigns and for providing assistance for building level recruitment campaigns. The planning and carrying out of the recruitment campaigns is a meaningful and healthy volunteer-staff working arrangement.

Neighborhood recruitment is most successfully implemented by neighborhood school staff and volunteer personnel. If the actual numbers of volunteers realized from this local campaign is inadequate to meet assessed needs, the building personnel can request additional larger audience recruitment be carried out by the Volunteer Personnel Operations.

WHO IS RECRUITED?

The types of volunteers sought depend upon the skills, talents and interests of people for the identified volunteer program activity. There is no magic formula for finding the right volunteer for the right activity. The list of potential sources of volunteers is

expanding daily. The suburban housewife is no longer synonimous with the word "volunteer".

All ages, employed and unemployed, male and female, all races, all types and levels of occupations, parents and nonparents, single or married -- everyone is a potential volunteer.

METHODS OF RECRUITMENT

The methods of recruitment are dependent on the need for volunteers. Therefore, for each recruitment campaign, the following checklist should be used:

- The objectives (needs for volunteers) of the campaign
- The target audience
- The resources needed/available
- The methods and materials to be used
- The schedule to be followed
- The cost of the campaign

Recruitment should really be a continuous activity. The constant promotion of school volunteerism can produce successful results. A typical practice is to conduct two special recruitment campaigns a year: one in September to fill all the school volunteer jobs available and one in January to pick up volunteers to fill vacated or newly found jobs.

A general recruitment drive refers to the appeal for volunteers to do any job in the school. A special recruitment campaign drive refers to recruitment for a specific job in a specific situation. The volunteer sought has definite skills, experience or knowledge such as a Community

Resource volunteer to speak on Italy, or a group to provide a field trip through a bakery.

A recruitment campaign can be directed to an individual, a group or to the public at large. The methods used for each include:

INDIVIDUAL
- Telephone call
- Word of mouth
- School Newsletters or flyers
- Direct mailings
- Door-to-door
- Coffees or teas

GROUP
- Speaker's Bureau
- Brochures
- In-house organizations
- Meetings/Open Houses
- Bulletin boards

PUBLIC
- Bumper Stickers
- Radio and Television
- Newspapers
- Posters
- Exhibits
- Volunteer Action Center/Volunteer Bureaus
- Outdoor advertising

RECRUITMENT TECHNIQUES

Their Advantages, Disadvantages and Use:

1. NEWSPAPER

Advantages
- least expensive
- reaches mass audience
- easy to get coverage

Disadvantages
- may not reach target audience
- lack of control over what is written

Use of
- community calendar

- special event announcement
- speaker
- human interest
- feature article
- new program
- election of officers
- background or in-depth

2. TELEVISION

Advantages
- coverage of background and activities
- huge audience
- high level of saturation
- not difficult to get coverage
- immediate coverage

Disadvantages
- widely scattered
- lack of control over what is said or photographed
- difficult to get routine coverage

Use of
- press conference
- spots for recruitment, orientation
- featurettes
- public service programs
- educational program

3. RADIO

Advantages
- reaches large audiences
- usually delivers more air time
- can get advance announcement for event

Disadvantages
- little audience control
- difficult to get coverage of routine events

Use of
- spot announcements - 10,20,30,60 seconds - program, fund raising, routine meeting
- featurettes (develop scrip for recruitment)
- public service discussion programs

4. DIRECT MAILING

Advantages
- select names and addresses of people who receive material
- have absolute control over information

Disadvantages
- the danger is it may be thrown out as junk mail
- takes certain amount of skill to prepare and to mail
- can be expensive

Use of
- for whatever purpose necessary

5. POSTER AND BUMPER STICKERS

Advantage
- some control through site selection
- absolute control of material

Disadvantages
- may require time and skill to develop and distribute
- can be expensive
- only limited amount of material effectively used

Use of
- promotional tools
- first glance impression
- brief and simple message
- proper placement
- catchy slogan
- supplement mass media publicity

6. BROCHURES

Advantages
- control over audience
- absolute control over material and presentation

Disadvantages
- needs extensive preparation
- can be expensive
- information becomes outdated

Use of
- general background information
- specific information
- available in waiting rooms

- response to inquiry, tours, open houses

7. NEWSLETTER

Advantages
- absolute control
- audience is highly motivated

Disadvantages
- responsibility is great
- can be very time consuming

Use of
- sent to interested people
- contains information on activities, previous meetings, names of people and human interest
- carries news of special interest and importance

8. WORD OF MOUTH

Advantages
- when it works it's dynamite
- powerful form of public relations

Disadvantages
- once started it's impossible to control
- dangerous if it backfires

Use of
- never try to consciously manage it
- if doing a good job, the good news travels automatically

9. OPEN HOUSE

Advantages
- people to people contact
- control what is shown and how presented
- social

Disadvantages
- must have something to draw people
- careful preparation
- expensive for refreshments and publicity

Use of
- feature or spotlight something new
- can be by invitation or to entire community
- recognition, awards

10. SPEAKER'S BUREAU

Advantages
- good control of audience
- control over material and presentation
- people to people contact
- cover large audience

Disadvantages
- requires good coordination
- requires preparation
- can infringe on personal time

Use of
- group recruitment
- generates good will

11. OUTDOOR ADVERTISING

Advantages
- control over material
- control of audience
- effective attention getter

Disadvantages
- can be expensive
- people you need may not see sign

Use of
- front yard sign is cheapest
- banner
- billboard

PROCEDURES FOR RECRUITMENT

The procedures for recruitment of volunteers tie in with the other two areas of operation: School Volunteer Operations and Volunteer Program Operations. Volunteer Personnel Operations is responsible for recruitment. The successful recruitment of volunteers requires the cooperative efforts of the Central and Building level Volunteer Personnel Operations components. Many people and groups are involved and this activity requires careful coordination.

Building level personnel implement neighborhood recruitment efforts for volunteer programs identified and

planned to alleviate the needs of the individual schools.

Volunteer Personnel Operations provides all recruiters with generalizable recruitment designs and recruitment material samples.

Neighborhood Recruitment Strategy

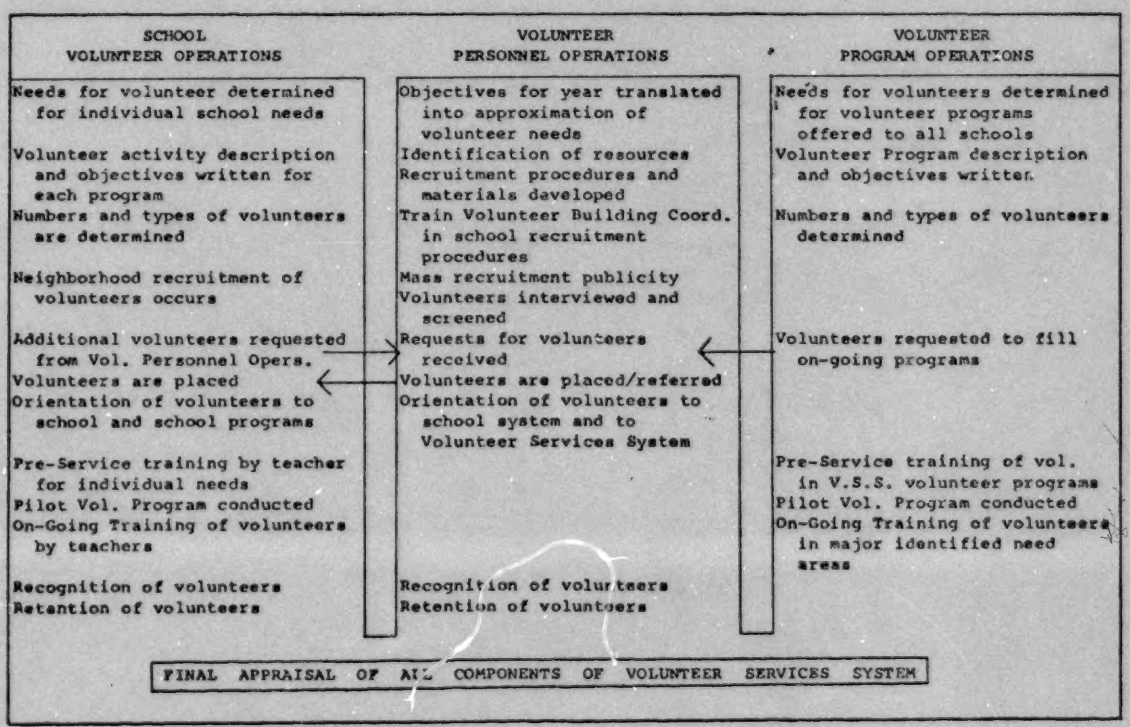
- Alert neighborhood parent to school volunteer plan and volunteer opportunities. Creating a general awareness gives everyone in the community an equal chance for initial buy in.
  - Article in Newsletter (include application or call-in procedure)
  - Volunteer flyer
- Contact PTA, Boosters or other supportive school neighborhood organizations
- Compile list of names of potential neighborhood volunteers and neighborhood church, organization and business contacts for one-to-one phone campaign
- Enlist the help of neighborhood volunteers and school staff volunteers to phone
- Compile volunteer names from
  - Newsletter/flyer response
  - Telephone campaign response

If this organized neighborhood recruitment effort does not net from the school community the needed numbers of volunteers or volunteers with skills appropriate to the proposed volunteer program, Building personnel can request recruitment assistance from Volunteer Personnel Operations which has access to the larger community (See Volunteer

Request Form). Volunteer Personnel Operations can then organize a recruitment campaign aimed at the total community for the purpose of identifying and recruiting interested groups of individuals outside the neighborhood school community who are willing to come into the school to meet the volunteer needs identified. Realistic recruitment timelines should be established and communication between and among recruiting groups should be frequent.

The chart below indicates how the three areas of operation work cooperatively to assist each other in accomplishing their tasks.

RECRUITMENT AND PLACEMENT OF VOLUNTEERS
WITHIN
A VOLUNTEER SERVICES SYSTEM


SCHOOL VOLUNTEER OPERATIONS
VOLUNTEER PERSONNEL OPERATIONS
VOLUNTEER PROGRAM OPERATIONS
Needs for volunteer determined for individual school needs
Volunteer activity description and objectives written for each program
Numbers and types of volunteers are determined
Neighborhood recruitment of volunteers occurs
Additional volunteers requested from Vol. Personnel Opers.
Volunteers are placed
Orientation of volunteers to school and school programs
Pre-Service training by teacher for individual needs
Pilot Vol. Program conducted
On-Going Training of volunteers by teachers
Recognition of volunteers
Retention of volunteers
Objectives for year translated into approximation of volunteer needs
Identification of resources
Recruitment procedures and materials developed
Train Volunteer Building Coord. in school recruitment procedures
Mass recruitment publicity
Volunteers interviewed and screened
Requests for volunteers received
Volunteers are placed/referred
Orientation of volunteers to school system and to Volunteer Services System
Recognition of volunteers
Retention of volunteers
Needs for volunteers determined for volunteer programs offered to all schools
Volunteer Program description and objectives written
Numbers and types of volunteers determined
Volunteers requested to fill on-going programs
Pre-Service training of vol. in V.S.S. volunteer programs
Pilot Vol. Program conducted
On-Going Training of volunteers in major identified need areas
FINAL APPRAISAL OF ALL COMPONENTS OF VOLUNTEER SERVICES SYSTEM

INTERVIEWING VOLUNTEERS

Once recruitment has taken place and the community has been apprised of the need for volunteer service in the schools, then it becomes necessary to interview and screen these potential volunteers for placement in the various volunteer programs and assignments. Only by effective interviewing and screening techniques can appropriate and successful placement of volunteers occur. This step in Volunteer Personnel Operations is thus extremely important since only through adequate placement can maximum utilization of a volunteer be attained.

WHY INTERVIEW?

Schools using volunteers want to get the best effort that they can from each volunteer. In order for this to occur, it is essential to know the volunteer's interests, talents, and past experiences. Only by interviewing carefully the potential volunteer can this information be ascertained and appropriate placement of that volunteer be accomplished. Conversely, the volunteer can gain valuable information from the interview which will be beneficial to him/her. The interviewee can learn about:

- the purposes of the volunteer program
- the need for volunteer help
- the responsibilities involved in the various jobs within the volunteer program.

If the interview is conducted effectively, by its conclusion, the interviewer will have become acquainted with the potential volunteer, made the volunteer feel needed, determined the volunteer's abilities, identified what the volunteer wants

to do, and helped the volunteer understand the volunteer program. The interviewer should also try to evaluate the applicant's personality to determine who he/she will relate to others in the volunteer program.

There will be times when a personal interview will be impossible to schedule. If this is the case, a telephone interview could and should be conducted. Realizing that this is not an ideal vehicle for accomplishing all that should be achieved in an interview, it is, nevertheless, better than no interview at all. It would be most beneficial to follow up the telephone interview with a personal meeting at the earliest convenience of both parties.

In sum, a viable volunteer program must develop a comfortable and effective intake mechanism for volunteers. Application forms are helpful but the personal interview is the most desirable placement procedure. The interviewing process has two purposes:

- To provide the interviewer with as much information about the potential volunteer as possible.
- To provide the interviewee with as much information about volunteer opportunities as possible.

WHO INTERVIEWS?

Interviews are usually conducted by the Volunteer Building Coordinator. However, the procedures for conducting an interview can be taught to others who have the responsibility for being involved in this phase of the placement process. Whoever does the interviewing of volunteers plays an

important role in the total Volunteer Personnel Operations and thus must be knowledgeable regarding the techniques of effective interviewing.

Once the interviewer is trained, he/she is then ready to apply that knowledge in an actual interview setting. Simply having the training tools does not assure success, however. There are certain qualities which the interviewer must have to be effective in his/her particular job. The first thing that the interviewer must do is to establish a comfortable atmosphere so that the potential volunteer will be at ease from the beginning. This will help to illicit the appropriate responses from the applicant which will result in obtaining the necessary information from that applicant. Once the interviewer has obtained this pertinent information, he/she then can determine if the applicant can be placed immediately, if there is a possibility for future placement, or if placement is impossible (if that is the case, a tactful explanation to the applicant along with a possible referral to another agency is important).

SCREENING VOLUNTEERS

When the personal interview has been completed the screening process begins. It is a basic assumption that any person who has enough interest to apply for a volunteer position and go through an interview is obviously committed to helping students and feels that he/she has a certain competence to do so. Occasionally, however, it becomes

apparent that a particular individual may not be qualified in any manner to work with students and, in fact, may possess certain qualities that could hinder a student's progress. This is when screening comes into play. Additionally, some potential volunteers may have ulterior motives for volunteering which differ from those reasons that are usually given for volunteer interest. These frequently expressed motives for volunteering include the following:

- Service to the community
- Need to be needed
- Need to combat monotony and desire for expansion of interests and activities
- Need to volunteer because others volunteer (conform to social norm)
- Need for social interaction (often a form of theraphy)

And an analysis of motives can determine the applicant's real interest in a school volunteer program, his ability to do the job, and his value to the program. Expressed motives are thus not always real motives and real motives are difficult, sometimes impossible, to determine. The real hope is, of course, that irregardless of real motives, once the potential volunteer is actually on the job, he/she will develop a new awareness of what his/her service means and then that particular volunteer will frequently develop a new attitude toward the job and often a more meaningful reason for volunteering emerges.

For screening purposes, the ideal school volunteer should:

- Be a friendly, reliable, flexible person.

- Have an interest in children and a desire to work with them.
- Have a good professional attitude, interest and enthusiasm for working with young people and have ability to work cooperatively with school personnel.
- Have good health and good moral character.
- Have adequate communication skills. An important exception to this qualification is the volunteer, who, though she may know very little English, can converse with a non-English speaking student in his own language and make his school environment more understandable to him.
- Recognize that educational handicaps contribute largely to the waste of human resources.
- Feel deeply an obligation as a citizen to support and help the schools in their effort to educate each child to the limit of his capacity.
- Already have - or be willing to acquire - skills that are needed in the schools.
- Have talents that can enrich the school program.
- Simply have time and a willingness to serve.

PLACEMENT OF VOLUNTEERS

Once volunteers are recruited, interviewed and screened, they must be placed in assignments which best use their talents and which represent areas in which their services are needed and requested. A volunteer is placed only if there is a request for his/her services and this request almost always comes from the teacher. In other words, a member of the

school staff initiates the placement procedure. The next and more difficult step is matching the interests and talents of individuals from the block of volunteers to this request.

The person in charge of placement in the individual school building is the Volunteer Building Coordinator. The Volunteer Building Operations staff conducts placement activities for volunteers contacting the Volunteer Services System. Therefore, placement activities must be coordinated by the Volunteer Personnel Operations.

OBJECTIVES OF PLACEMENT

The objectives of placement can include:

- To analyze the individual's ability to provide services through the volunteer program.
- To place each volunteer according to the job to be done and the quality required for effective job performance.
- To ascertain what kind of service a volunteer prefers to perform.
- To determine the volunteer's preference regarding the time and location for his/her assignment.
- To make volunteer aware that changes in placement can be made and can be initiated whether by the volunteer or the school personnel.

These objectives can be accomplished through three processes: interviewing, screening, and decision of placement which comprise the total placement procedure of the Volunteer Personnel Operations. These three processes presuppose the ideal situation where adequate numbers of volunteers have been recruited. In reality, however,

this does not always occur and then the school may not have the luxury of handling volunteer interviewing, screening and placement in this manner. It may be that in order to have volunteers in assignments and programs, the school may be obliged to take almost anyone who is interested in serving due to lack of recruits. If this is the case, even though the school may not be able to be as selective as is desirable, nevertheless, some mechanism for interviewing and screening is a simpler manner must be accomplished to provide for effective volunteer assistance.

The placement of a volunteer in the right job is crucial to his/her career. The placement must be done cautiously with both parties remembering that no placement is final. Placement changes can be initiated by either the volunteer or the teacher.

GUIDELINES

The person in charge of assigning volunteers to appropriate activities should make every attempt to place a volunteer as soon as possible. Enthusiasm cannot be maintained forever and the program is losing hours of well-motivated time if placement is delayed. If there are legitimate delays, the coordinator must be certain to explain these to the volunteer.

When a request for volunteers is received, a decision is made, which is one of the following:

- The interests and talents of the volunteer applicant matches a specific request for a volunteer.
- The interests and talents of the volunteer applicant do not match any requests but the person is placed in another field or area.
- The interests and talents of the volunteer are not appropriate and the applicant should not be placed.

Usually the first decision is reached, and the volunteer accepts the logical job for him. If the placement decision is different from what the volunteer had initially desired but more suitable to the abilities of the volunteer or the requests for a volunteer, the volunteer is most often happy with the placement.

If the decision is reached that the volunteer does not fit into the program, the placement person should have considered the reasons for not using the volunteer based on the desirable qualifications of a school volunteer.

The difficulty of not placing a prospective volunteer occurs because a free gift of time and help has been offered; this free gift is being rejected; anxiety may develop within the volunteer expressed by hostility and anger at the coordinator of the program, depression caused by feelings of inadequacy, relief after realizing this was really not the desired placement.

These difficulties may be overcome by explaining the decision courteously,

being honest, emphasizing the strengths of the volunteer, discussing other ways a volunteer may help, referring the volunteer to a social service agency for assistance. When placement has been completed the volunteer should be introduced to staff and to other volunteers, and arrangements should be made for the volunteer's orientation and training.

PROCEDURES OF PLACEMENT FOR INDIVIDUAL SCHOOLS

The total placement process includes recruitment publicity; a volunteer application; a personal interview with the potential volunteer; a screening of the interests, talents, and abilities of the volunteer; a request for volunteers sent to the Volunteer Building Coordinator by teachers; and finally matching the volunteer with the request.

After this placement procedure is complete, when and how the volunteer will be oriented and trained must be determined. A volunteer may be assigned to attend a large Volunteer Services System orientation for volunteers, or may be introduced to the school principal or Staff Coordinator or teacher for an individual school orientation, or both. When these decision are made, a Placement Form is filled out.

It is only after this form is completed and stapled to the interview schedule that it is sent to the Volunteer Personnel Operations at the Volunteer Services System. The Volunteer Personnel Operations then processes this information in the appropriate manner.

PROCEDURES OF PLACEMENT FOR VOLUNTEER PERSONNEL OPERATIONS

Volunteers are placed in three service categories:

1. On-Going Volunteer Programs.
These volunteers have elected to work in the school on a regularly scheduled time on a continuing basis. Orientation and training experiences are important to these volunteers who because of their on-going commitment should expect to grow in the volunteer field.
2. Special Volunteer Projects.
These neighborhood volunteers are recruited on an emergency or special need basis to accomplish given tasks in a limited time frame. They may be asked to assist with activities such as a newsletter mailing, bake sales, special school programs or field trips. Obviously since the commitment is not on-going, limited or on-the-spot orientation and training are all that is required.
3. Community Resources Volunteers.
These volunteers are recruited to be on call to service school requests for their special presentations. These may be single lecture/demonstrations or mini-courses about the volunteers' special interest, hobby or profession. Some orientation to the Community Resources program and procedure is necessary but orientation to any particular topic is of little value since Community Resource volunteers visit many different schools.

The Volunteer Program Operations receives requests for volunteers from schools via the Volunteer Building Coordinator, from Central Office school administrators, or directly from teachers desiring Community

Resource volunteers, mini-programs or field trips.

The Volunteer Personnel Operations receives applications from volunteers over the phone, as a result of Speaker's Bureau activities, media publicity or from the Volunteer Building Coordinator indicating that a volunteer wishes to be transferred to a new school or program.

ON-GOING VOLUNTEER PROGRAMS

1. The Importance of Appropriate Placement.
   Careful assignment of volunteers to jobs consistent with their talents, interests, and capabilities maximizes enrichment contributions to the school and its students and the personal satisfaction is paramount for continued volunteer participation; two additional placement considerations are most important:
   - Volunteer understanding of the activities, tasks, and responsibilities of the volunteer job assignment.
   - Prompt placement in an appropriate job. Volunteers may loose interest if they wait too long before beginning their volunteer assignment.
2. Volunteer Placement Notification Procedure.
   - Volunteer Building Coordinator telephones the volunteer to discuss details of the proposed assignment and to elicit an acceptance of the job available.
   - Volunteer Building Coordinator mails assignment card which includes:
     - Assignment description
     - Notification of orientation scheduled

- Assigned volunteer hours
- Time to report for first visit
- Where to report including location of school
- Office or place to report
- Person to see

3. Staff Notification Procedure
   - Volunteer Building Coordinator relates to the school personnel receiving the services of the volunteer:
     - Volunteer's assignment including tasks and activities
     - Volunteer's name
     - Volunteer's assigned hours
     - Volunteer's initial arrival time.

Building volunteer personnel operations assigns locally recruited volunteers and forwards a master list to Central Volunteer Personnel Operations for record keeping. Volunteer Personnel Operations refers centrally recruited volunteers to building volunteer personnel operations for placement.

SPECIAL VOLUNTEER PROJECTS

Because the needs for these volunteers are generally immediate and related to special needs which emerge at the building level, the recruitment and placement are usually informal procedures which are handled by the Volunteer Building Coordinator at the building level. Care must be exercised, however, that volunteer services rendered in response to special needs is recorded in school report forms so that volunteer data is available to Volunteer Personnel Operations at a later date.

COMMUNITY RESOURCES

Requests for speakers and/or mini-courses are referred to Volunteer Personnel Operations (Community Resource Coordinator) from the teacher requesting the service. Recruitment, placement and record keeping services are handled by the Volunteer Personnel Operations' Community Resource Coordinator.

To efficiently record these two areas of activity; requests for volunteers and applications from volunteers, a file, large index file, manila folders, or notebook that is subdivided by school and which contains a description of each program being implemented in that school can be utilized by the Volunteer Personnel Operations. This master file or notebook must be indexed by volunteer program categories (Tutoring, Library, etc.) with the schools (including page numbers for their individual listings) implementing the program identified by these program category headings.

ORIENTATION OF VOLUNTEERS

The purposes for a volunteer orientation program were outlined previously with the necessary materials and information for a successful program delineated.

Orientation programs can be of different size and type depending on predetermined purposes of the program and needs of the new volunteers.

BUILDING ORIENTATION

- A well-planned orientation can be meaningful - the participants feel they belong to a large vital organization.

- Orientation represents an opportunity for good publicity for the school in the neighborhood.
- Orientation represents an opportunity to bring out interested people who may want to volunteer but need to decide if they will fit before actually offering their services.

GENERAL CITY-WIDE ORIENTATION

- Big program can be impressive, the participants feel they belong to a large, vital organization.
- Chance with only one central program to get community leaders for speakers.
- Chance for good publicity.
- Chance to bring out interested people who may want to volunteer but need to decide if they could fit before actually offering their services.
- Channeling all efforts into one big program rather than fragmenting efforts.

The disadvantages of a large orientation could be that a large group often lacks a needed personal touch and that a poor turnout to a big orientation is very discouraging to all. Seating, coffeeing, and passing out materials to a mass is difficult to do in time lines. Some area volunteers may feel uncomfortable at a "social function" orientation.

ALTERNATIVE APPROACHES TO ORIENTATION

In addition to orientation of volunteers offered to an all-city or all-building audience, orientation materials should be available for other special groups:

- Orientation for individuals recruited after the central

orientation has occurred. This orientation could occur anytime after the initial orientation. Perhaps when 15-25 new volunteers have been recruited, a follow-up orientation could be planned.

- Orientation for special groups interested in volunteer services. This orientation could be prepared for a business or organization and could be offered at the regularly scheduled group meeting of that business or organization.
- Orientation for people unable to attend regular volunteer orientation sessions. This orientation could be offered by tape recording or video taping a planned orientation session and making the tape available for viewing by individual or small groups of volunteers at their convenience.
- Orientation one-to-one. This orientation could be handled by planning an individual session between a staff person and the volunteer using all available printed material.

MONITORING VOLUNTEER ACTIVITIES

The effectiveness of volunteer activities depends on several factors some of which vary from program to program. In monitoring these activities, it is necessary to examine the program description, program objectives and volunteer job description. This should provide the necessary quidelines for continuous evaluation of volunteer activities in order to determine the validity of assigned activities in attaining program objectives to determine the quality of those activities as performed by the volunteers.

Certain factors related to the effectiveness of volunteer activities are generalizable to all programs. Monitoring information should seek to determine the degree to which:

- the volunteer fulfills the pre-arranged time commitment.
- the volunteer is efficient and organized in carrying out the specific tasks indicated in the job description.
- the volunteer shows independence and responsibility in executing his/her tasks.
- the volunteer is regular in attendance.
- the volunteer adheres to his/her assigned duties and tasks.
- the volunteer staff personnel and students have developed a cooperative working relationship.
- the volunteer willingly seeks assistance when he/she needs it.
- the volunteer accepts guidance and direction and carries out instructions.
- facilities where volunteer activities are performed are adequate.
- the work-load does not overburden the volunteer.
- the assignment is appropriate to the volunteer's capabilities.
- the assignment is consistent with the volunteer's job description.
- the volunteer understands his/her role within the total program.
- the effect of the volunteer services performed are evident in students' progress.
- all necessary materials, training, and orientation are available to the volunteer.
- the materials, etc. are <u>used</u> by the volunteer.

The list of factors which correlate with the effectiveness of volunteer activities could well continue at length. However, valuable information can be obtained by examining just a few of them, provided the factors selected are relevant and necessary to the particular volunteer program being monitored. The selection of factors will be limited by the availability of time, personnel and other resources needed to conduct the evaluation.

The information gathered should be utilized to make changes, expand, delete, or eliminate any aspects of volunteer activities in a continuous effort to improve the overall program effectiveness. The information should also be used to improve individual volunteer effectiveness. This can be accomplished by discussing with the volunteer any results of an evaluation of his/her activities. The discussion must be non-threatening and designed to suggest areas of needed improvement and procedures acceptable to all persons which might bring about this improvement. Such information can help determine needs for in-service training, additional volunteers, improved work space, clearer delineation of volunteer-staff responsibilities, etc.

RECOGNITION OF VOLUNTEERS

Plans for a variety of recognition of volunteers are often minimized in the total planning and implementation of volunteer services. It is, however, extremely important to the continued success of volunteer programs established. Planned

recognition programs can be rewarding for volunteers but perhaps the most meaningful recognition is the personal "thank you" of the teacher and children served. Sincere recognition is important and should be given both publicly and privately. If a volunteer is properly placed, trained, and recognized, the volunteer will want to continue with the school volunteer program. He/she will share his/her volunteer experiences with his/her acquaintances making them aware of the satisfactions of being a volunteer and, in effect, aid volunteer recruitment.

Expression of admiration or approval are vital for most volunteers. Recognition gives the volunteer a sense of security and belonging as well as effecting his/her retention.

New ways to recognize volunteer service within a school program are constantly being sought and developed. Volunteers have always wanted to know and hear how important they are. Badges, certificates and plaques are not the only kinds of recognition which can be employed.

Recognition of the volunteer's services should come naturally and sincerely from the professional staff. Consistent expressions of thanks, a nod of approval, a gentle touch of the shoulder can have more effect than more formal awards and recognition programs. Since the responsibility for recognizing volunteers is the staff's, orientation programs for professional staff should stress the importance of volunteer recognition.

WAYS OF GIVING RECOGNITION

The recognition process is the public relations of volunteerism. Some ways of giving recognition are:

- Personal praise of the volunteer on the job.
- Letters and postcards of thanks.
- Asking advice of the volunteer - expecially effective when the advice is followed!
- Identification - uniforms, pins, badges, etc., so that others may recognize them (this is a good recruitment gimmick also).
- P cognition of a special contribution a volunteer has made.
- Giving the volunteer a more complex assignment.
- Telling the committees and board about a volunteer's work.
- Newspaper publicity and pictures.
- Special event award meetings.
- A letter with clipping enclosed from a board member expressing "Nice to read about you".
- Social reception for new volunteers to meet staff, other volunteers, students or parents.
- Weekly or monthly recognition events, including brunch, lunch, dinner, gourmet parties, dessert parties, picnics, teas, or coffee klatches.
- Moneys available for volunteers to pay for gas and lunch.
- Insurance for volunteers.
- Bulletin boards displaying volunteer's and students' work in school and in special places such as banks, stores, libraries, or store windows.
- Certificates, plaques, pins or trophies.
- Awards made by children (metal awards, silver foil awards, bookmarks, etc.).

SPECIAL EVENTS

An annual Recognition Day Event can be a memorable occasion, if it is carefully planned. Knowing how to pre-plan, understanding basic steps in planning such an event and assigning duties to responsible chairmen are important.

A planning committee should be organized to:

- Determine type of event:
  - Reception
  - Pot Luck Dinner
  - Teas
  - Coffees
  - Auditorium Programs
  - Brunch or lunch with the Supervisor
  - Classroom Party
  - Tea with Parents
  - Dinner with Teachers
  - Faculty Party
  - Family Fun-Day
  - Picnics
- Decide date, time and place of event.
- Create theme or title - make it brief and catchy.
- Decide admission price, if any.
- Select subchairmen:
  - Hospitality
  - Publicity - pre and post
  - Invitations
  - Telephoning
  - Mailing
  - Seating
  - Program Planning
  - Decoration
  - Appraisal
  - Awards
- Send thank you's to all who worked on an event.
- Prepare report on all stages and functions.

PROMOTION OF A VOLUNTEER

Promoting volunteers is also a means of recognition. A school volunteer program should provide opportunities for the advancement of volunteers into more responsible positions. It should continue to offer the volunteer added responsibility and expanded experiences. If a volunteer is willing and able to take on new responsibilities, additional administrative volunteer opportunities should be offered. Allowing a volunteer to grow and to take on new tasks eliminates job monotony and is vital to continued renewal of the volunteer's commitment to the school and to the volunteer program.

Retention of volunteers depends upon a multitude of variables ranging from job satisfaction and feelings of usefulness to changes in family situations or in the economy. Because the reasons a volunteer drops out are many, personal and varied, they are difficult to measure, record or control. One can safely assume, however, that if the volunteer program is important and needed and the volunteer has been well placed, the volunteer will wish to continue in the program.

Retention of volunteers is often the best form of volunteer recruitment. If a volunteer feels valuable and needed he/she will wish to continue to serve. Volunteers want and need to do things that are important, meaningful and relevant. They want to be involved and perform duties that match their abilities. The school volunteer program, therefore, must meet the needs of the volunteer as well as the needs of the school to be successful.

MAINTAINING VOLUNTEER MORALE

THE DO'S

- Demonstrate beyond question your willingness to help the volunteer.
- Treat the volunteer like a human being.
- Dignify the position of the volunteer; recognize the importance of volunteering.
- Avoid partiality--don't "play favorites".
- Avoid an overbearing attitude.
- Be honest -- don't bluff -- you can't get away with it for long; it isn't what we say but what we do that counts.

- Keep your promises; showing a reason for it if you can't.
- Give credit and recognition (again impartially).
- Be available to the volunteer -- maintain an "open door policy".
- Say "we" not "I".
- Welcome suggestions; ask for advice and opinions.
- Ask - not dictate.
- Make volunteers feel it is their organization.
- Keep up the good cheer.
- Get the whole story when there are problems -- do not jump to conclusions.

THE DON'TS

- Don't kill with kindness; it can be carried to such extremes that it ceases to be appreciated.
- Don't condemn inactivity; suggest a program for activity.
- When you need to offer criticism, do it privately; make criticism sincere and constructive; when you are wrong, admit it freely.
- Don't act as though you think you are good; if you have ability and are "good" be humble about it -- they will find out.
- Don't use words when deeds are called for.
- Don't show annoyance or a martyred air of extreme patience.

Volunteers need to feel a sense of security and those who have contact with them can provide this by:

- Being honest and sincere.
- Being fair, impartial and generous.
- Showing sympathetic understanding.
- Radiating confidence.

- Explaining carefully what the volunteer's duties are.
- Telling the volunteer not only what but also why.
- Listening to the volunteer.

Volunteers want:
- Opportunities for advancement.
- Comfortable working conditions.
- Access to needed materials.
- Job descriptions.
- Adequate training.

Enthusiasm is infectious. If volunteers understand that they are part of a team, if they have a feeling of accomplishment, if they are told by others that they are really helping, they will feel secure and needed and will want to continue their work the next year.

Conversely, if the school volunteer program does not fulfill the volunteer's needs, the school will lose his/her services.

WHY VOLUNTEERS DROP OUT

Why do so many volunteers drop out? At a VIE Regional Workshop presented in 1971 by the Des Moines Area Community College's Project Motivate, participants gave these reasons:
- Poor placement
- Lack of supervision
- No guarantee that the volunteer's participation would be effective
- Long range potential of volunteers wasn't utilized
- Opportunities for personal growth were curtailed
- Time, talent and skills were not utilized in a useful way

- Job ladders were not encouraged, i.e., a volunteer who had done an excellent job should be given the opportunity to move up, to become, perhaps, a trainer of other volunteers.

Various measures can be taken to combat the above situations which lead to volunteers dropping out. They include:

- Adequate screening techniques
- Open communication channels
- Appropriate evaluation and modification procedures
- Meaningful utilization of volunteers

FINAL APPRAISAL

At the end of the year, a final appraisal of volunteer activities can help determine the degree to which the activities performed contributed to the attainment of the program's objectives. It can also provide direction in planning for the coming year by identifying defects and deficiencies in many areas of volunteer activities.

All information gathered throughout the continuous monitoring of volunteer activities should be gathered from their appropriate sources, compiled and analyzed. It may be necessary to seek additional information at this time since certain factors relating to effectiveness of volunteer activities may have been evaluated previously.

For a final appraisal to be thorough, it must include information about some of the factors discussed previously in the section dealing

with the monitoring of volunteer activities, as well as such factors as:

- the measured achievement of students in the volunteer program
- the year-long retention rate of volunteers
- the degree of staff satisfaction with the services provided by the volunteers
- the demand by staff for volunteer services during the coming year

If the monitoring information has been comprehensive, the final appraisal effort need not be an overwhelming activity. Information may be gathered by conducting a reasonably short interview, or by administering a simple questionnaire. Student grades, of course, are available regardless of the presence of the volunteer program so obtaining them should not require any additional effort.

As with other evaluation efforts, the strategy always involves:

- identifying the information needs, such as measurable objectives or factors to consider
- determining source of information, i.e., population and sample
- establishing procedure for administration information; i.e., instrumentation, personnel, time schedule
- collecting the information
- analyzing the information
- interpreting and reporting the information

The final appraisal effort should provide data for assessing the

effectiveness of volunteer activities in attaining the objectives of the volunteer program and the quality of performance by the volunteers. As such, it is a review effort. It should also be used to determine needed revisions for the coming year, thereby serving the function of a needs assessment in efforts to renew the program to improve its overall effectiveness.

V.S.M.S. Project
Goals & Synopsis
1973-76

1. **Management System**
   To establish a management system for the administration of a volunteer services system in a city school district.

2. **Community – School Relationship**
   To provide a concrete and positive working relationship between school personnel and the school community.

3. **Program Development**
   To meet the changing needs of students for volunteer services by developing new volunteer programs and by modifying and/or expanding existing volunteer programs.

In 1973, the Volunteer Services Office of the Columbus Public Schools was awarded a three-year grant by the Ohio Department of Education, TITLE III Office. The grant called for the design, development, implementation and installation of a new system for utilizing large numbers of trained volunteers to meet student needs as they are identified by certified personnel.

Once designed and operable, this new management system should allow for the development of new volunteer programs based upon teachers' requests and for exciting and challenging opportunities that will strengthen school-community relationships.

To judge the effectiveness of this new operational mechanism, the criteria for the management system states that the system is to be meaningful and workable at all levels of the volunteer services system, that it is flexible enough to handle the magnitude and variety of newly assessed needs, that it is generalizable enough to operate in a variety of school systems, that it is capable of continuous expansion, and that it serves the needs of the students, the volunteers, the certified staff and the school system.

During the three-year grant period, the project mission was to develop generalizable process models for each facet of the management system during the first year, to pilot test the models and revise them during the second year, to install the materials and procedures for this new system throughout the school system during the third year.

The management system procedures and processes can be found in the guidebook for a volunteer services system and in the handbook series developed by the project staff. An annotated bibliography is also being developed to assist others in seeking additional reference materials for the various aspects of a volunteer services management system.

Volunteer Management System Materials

HANDBOOKS

I GUIDEBOOK TO A VOLUNTEER SERVICES SYSTEM

II ORGANIZING A VOLUNTEER SERVICES SYSTEM

III INFORMATION SYSTEM FOR A VOLUNTEER SERVICES SYSTEM

IV VOLUNTEER PROGRAM OPERATIONS

V VOLUNTEER PERSONNEL OPERATIONS

VI SCHOOL VOLUNTEER OPERATIONS

NEWSLETTER

"THE VOLUNTEER"

PAMPHLETS

VOLUNTEER MANAGEMENT – HOW TO ASSESS NEEDS
ADVISORY COUNCIL HANDBOOK
SCHOOL ADMINISTRATOR'S PAMPHLET
TEACHER HANDBOOK
INTERVIEWER'S HANDBOOK
VOLUNTEER HANDBOOK
HANDBOOK FOR VOLUNTEER TRAINING
AUDIO-VISUAL HANDBOOK
HOW TO RECOGNIZE AND RETAIN THE VOLUNTEER
HOW TO WORK WITH GROUPS
HOW TO CONDUCT MEETINGS
SCHOOL VOLUNTEERISM – ITS UPS AND DOWNS